***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2017-2018***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by

**June 15, 2018**. Worksheets should be sent electronically to kjsanders@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

Social Science Teaching

**Degree and**

**Program Name:**

# Submitted By:

Bonnie Laughlin-Schultz

**Please use size 10 font or larger.**

**PART ONE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What are the learning objectives? | How, where, and when are they assessed?  | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. **Broad Content Knowledge in History**History with Teacher Licensure majors will know and understand the standard content of U.S. and world civilizations. Specific content knowledge is mandated in the Illinois Core Standards for Social Science Teachers and broad thematic knowledge is indicated in the National Council for the Social Studies (NCSS) Ten Thematic Strands. | Scores on the History Common Core section of Content Area Tests Scores attained on the appropriate Illinois Certification Testing System (ICTS) Content Area Tests (CAT): 113 (GEG); 117 (PLS); 118 (PSY); and 121 (SOC/ANT). The CAT is typically taken the semester prior to student teaching, and each concentration includes the History Common Core.  | A minimum of 75% of 2016-2018 test takers will pass the history section of the CAT. All program completers must have achieved passing composite scores of 240 or higher on their CAT, but it is possible to pass the overall test but score below 240 in one or more of the sub-tests.  | 100% of test takers (n=4) passed the History sections of their respective content tests. 100% of test takers (4/4) received scores of 240 or higher on section 2, History Common Core. See Appendix A for full data. | Test Score results are monitored by Associate Dean Doug Bower in CEPS, the History department advisor, and the Social Science Teaching Coordinator. The coordinator keeps running spreadsheets that are updated each time the content test is given. Test results are shared with the SOS Program and Curriculum Committee. |
| 2. **Specialist Content Knowledge** Social Science Studies majors will demonstrate expert knowledge in their area of specialization within the social sciences. Social Science Studies majors are broadly prepared to teach all social studies, but they choose one area of specialization—geography, political science, psychology, or sociology-anthropology—in which they take more intensive coursework.  | Scores on the concentration sections of Content Area Tests Scores attained on the appropriate Illinois Certification Testing System (ICTS) Content Area Tests (CAT): 113 (GEG); 117 (PLS); 118 (PSY); and 121 (SOC/ANT). The CAT is typically taken the semester prior to student teaching.Student learning within their concentration is also assessed within the major departments outside of the interdisciplinary Social Science Studies program. For example, GEO concentrators are assessed for goals covered within assignments in GEO 1200G, GEO 3025, and GEO 3420. | A minimum of 80% of 2016-2018 test takers will receive a 240 or higher on the section(s) keyed to their concentration. All Social Science program completers must have achieved passing composite scores of 240 or higher on their CAT, but it is possible to pass the overall test but score below 240 in the concentration area(s). Included in the results are the total test score as well as the score for the concentration area(s). | 100% of students (n=4) earned passing scores in the areas of their concentrations. See Appendix A for full data. | The Social Science Teaching Coordinator gathers papers for review from E-Portfolios from students prior to student teaching. The Social Science teaching coordinator shares information with the Social Science Science Program and both History and Social Science Teaching curriculum committees as needed.  |
| 3. **Broad Content Knowledge in Social Science** History with Teacher Licensure majors will know and understand the standard content of economics, geography, political science, psychology, and sociology-anthropology as described in the Illinois Core Standards for Social Science Teachers and as indicated in the National Council for the Social Studies Ten Thematic Strands.  | Scores on the Social Science Foundations section of Content Area Tests Scores attained on the appropriate Illinois Certification Testing System (ICTS) Content Area Tests (CAT): 113 (GEG); 117 (PLS); 118 (PSY); and 121 (SOC/ANT). The CAT is typically taken the semester prior to student teaching. | A minimum of 80% of 2016-2018 test takers will receive a 240 or higher on the Social Science Foundations section. All Social Science program completers must have achieved passing composite scores (240 or higher) on their concentration’s CAT, but it is possible to pass the overall test but score below 240 in non-concentration areas. | 100% of test takers (n=4) passed the Social Science Foundations segment. See Appendix A for full data. | Test Score results are monitored by Associate Dean Doug Bower in CEPS, the History department advisor, and the Social Science Teaching Coordinator. The coordinator keeps running spreadsheets that are updated each time the content test is given. Test results are shared with the SOS Program and Curriculum Committee. |
| 4. **Effective Planning for Instruction & Assessment**Social Science majors will effectively plan for instruction, developing objectives that are tied to appropriate learning goals and standards; designing appropriate instructional strategies and lessons to build content understanding and support learning needs of students; integrating attention to literacy into instruction; and planning how to assess student learning. **(UG: Critical Thinking 1-4, 6; Writing and Critical Reading 1-7)** | In SOS 2400 students submit a lesson plan that is evaluated using a five-point rubric that assesses their objectives, content knowledge, instructional strategies, assessment plans, technology, and incorporation of literacy. (Data shown represents both HIS-TL and SOS majors because the course is required for both majors.)In SOS 3400 students submit a unit plan that is evaluated using a Unit Plan rubric designed by the Unit Assessment Committee in CEPS. SOS 3400 instructors rate the unit plans on a rubric developed by the Unit Assessment Committee in consultation with Associate Dean Doug Bower. Eleven criteria are then assessed using a five-point rubric; see appendix B for full data and criteria. (Data shown represents both HIS-TL and SOS majors because CEPS does not dis-aggregate it.) | At least 80% of submissions will be rated meets standards (3) or above on all facets of the evaluation rubric.A minimum of 80% of submissions will receive ratings of “meets,” “occasionally exceeds,” or “exceeds” (3, 4, or 5) in all eleven criteria for both spring 2017 and spring 2018.  | 100% (n=18) of submissions received ratings of “meets,” “occasionally exceeds,” or “exceeds” (3, 4, or 5) in all criteria. See Appendix B for the lesson plan rubric data.84% (n=27) of submissions received ratings of “meets,” “occasionally exceeds,” or “exceeds” (3, 4, or 5) in all eleven criteria. See Appendix C for the Unit Plan data. 100% of students (n=7) in spring 2017 received these ratings, while 80% (n=20) of spring 2018 did. (The sequence of education courses changed between these offerings, meaning spring 2018 students took the course earlier in the program prior to their secondary practicum coursework, so the change in performance makes sense.) | Lesson plan data may be added to our 2021 accreditation report for National Council for the Social Studies and is used for improvement of SOS 2400. All reports and data are shared with the Social Science Teaching Program Committee, the History department, and the Teacher Education Committee as needed.Unit Plan data is used in programmatic assessment for CEPS and by the Social Science Teaching Coordinator for National Council for the Social Studies and ISBE accreditation. All reports and data are shared with the Social Science Teaching Program Committee, the History department, and the Teacher Education Committee as needed. |
| 5. **Engaging Students in Learning and Assessing Student Learning**Social science teaching majors will demonstrate professional teaching competency by planning, organizing, effectively presenting, and reflecting upon social studies lessons that are designed to reach a diverse group of learners. **(UG: Critical Thinking 1-4, 6; Writing and Critical Reading 1-7; Speaking/ Listening 4-7; Responsible Citizenship 2; Quantitative Reasoning 1-2, 6)** | Micro-Teaching: Students enrolled in SOS 3400 teach a lesson (what we call microteaching modules) during the semester. edTPA (Teacher Performance Assessment) is a portfolio-based, high-stakes test which students must pass in order to be a licensed teacher in Illinois. Planning, implementation, assessment, and reflection are all evaluated using a total of 15 rubrics. A passing score is now 41 (originally it was 37, then 39), and students are required to analyze assessment data as part of this test. (Data shown represents both HIS-TL and SOS majors because CEPS does not dis-aggregate it.) | A minimum of 80% of students will receive a score of 24 or higher (out of 30) on the MT evaluation. This means that microteaching modules were presented in a clear, articulate, and organized manner and will have used instructional technology and research-based strategies. A minimum of 90% of History with Teacher Licensure student teachers will receive a passing score, with 30% earning “high passes” of 44 or higher. (Note: The national pass average is said to be about 80%, and EIU numbers this year were a little better than that.) | 90.4% (n=21) of HIS-TL students earned a score of 24 or higher.100% (n=24) of students from fall 2015-spring 2018 passed edTPA on their first attempt. Data is offered total scores as well as for the three tasks (Planning, Implementation, and Assessment). 14 of 24 students earned high passes of 44 or higher, well above our target of 30%. For 2017-2018 data is broken down by each of the 15 rubrics as well. See Appendix D for data. | The Social Science teaching coordinator and undergraduate advisor are the instructors of record for this course, and they communicate frequently about any overall problems with microteaching. CEPS Associate Dean Doug Bower distributes edTPA data to the Social Science Teaching Coordinator, who passes information along to the Social Science Teaching Program Committee and to the History Department as needed. |
| 6. **Critical Thinking and Social Studies Literacy Skills**Social science teaching majors will demonstrate the ability to incorporate historical thinking (a subset of critical thinking) and discipline-specific literacy development into their teaching and align lessons with Common Core History/Social Studies literacy standards. **(UG: Critical Thinking; Writing and Critical Reading)** | In fall 2013, historical thinking rubrics were piloted in SOS 3400 to assess student ability to incorporate literacy work and to teach with primary documents. They were updated in fall 2017. SOS 3400 instructors assessed student performance using a five-point rubrics created by the Social Science Teaching coordinator. (Data shown represents both HIS-TL and SOS majors because the course is required for both majors.)A focus group of ten alumni met with June 20, 2017, and answered a survey and provided feedback about preparation. Alumni were asked both about skills developed in the program and content they felt equipped to teach.  | A minimum of 80% of students enrolled in SOS 3400 will receive ratings of “meets” through “exceeds” on the “Historical Thinking Literacy” portion of the rubrics used to assess lesson plans in SOS 3400.At least 80% of alumni will identify critical thinking as a skill developed in their coursework. | Historical Thinking assignment, 100% (n=21) received ratings of “meets,” “occasionally exceeds,” and “exceeds” in all categories except the one related to writing of learning objectives, where only 76% of students met or surpassed standards.All alumni in the focus group identified critical thinking as a skill developed through the program. | The Social Science Teaching Coordinator gathers data in both SOS 3400 and in tabulating the exit surveys and then shares data with the History with Teacher Licensure curriculum committee and the Social Science Teaching program and curriculum committees. Consultation with department chairs in HIS, PLS, GEG, and SOC is part of this process and is designed to improve disciplinary-specific instruction in the social studies. Information is also shared with CEPS, both with the Dean’s office and professors of the secondary education practicum. |
| **7. Professionalism**Social science teaching majors will demonstrate professional dispositions and responsibilities.**(UG: Responsible Citizenship 2)** | Dispositions surveys done at multiple points throughout the professional education sequence (including departmental methods and student teaching) rate students on 5 dispositions:Interaction with students (IWS); Professional and ethical practices (PEP); Effective communication (EC); Planning for teaching and student learning (PTSL); Sensitivity to diversity and equity (SDE).  | A minimum of 90% of SOS 3400 students will receive ratings of “meets” through “exceeds” in all five components of the dispositions evaluation instruments. (Ratings are: “does not meet”; “occasionally meets”; “meets”; “occasionally exceeds”; and “exceeds.”) | 95% of students (n=21) were rated as “meets” through “exceeds” on all dispositional elements. | This data comes from LiveText and is an integral part of the CEPS-History Department-History with Teacher Licensure Committee assessment loop. Data is gathered at multiple points throughout the program and shared with the SOS departments and CEPS.  |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

For this assessment cycle we continued to assess the seven learning objective that align with our revised curriculum, focusing on acquisition of the content knowledge necessary for successful teaching of secondary social studies, inculcating the historical and critical thinking skills that students need to be successful students and teachers of history/social studies, and to best equip students to plan, implement, and assess student learning throughout their teacher preparation coursework. Our final objectives relates to professionalism, which is embedded into the Illinois Professional Teaching Standards and the Danielson framework that will be used to measure our graduates when they are out in the field. We used Content Test scores as well as rubric-based evaluations of primary document analyses, lesson plans, historical thinking lessons, and unit plans, and we were also able to access edTPA data and to bring in an alumni focus group (through a Faculty Development partnership grant).

This assessment cycle allowed us to measure the impact of revisions to the curriculum that have taken place beginning in fall 2016. The most prominent are the revision of the social science core of classes, the shift in the secondary education sequence (this was determined by CEPS), and the addition of a one-credit Introduction to Teaching Social Studies course that we began requiring with the fall 2016 catalog. We have now offered it twice (spring 2016 and fall 2017) and in spring 2018 SOS 3400 (the upper-level methods course) all students were under the new sequence and had taken the new course. Not surprisingly, the shift in the education coursework sequence meant the students entered SOS 3400 with less preparation for such things as writing learning objectives than in the past, and in objective 6 that proved to be a low point for students in performance. Changes to both SOS 2400 and SOS 3400 will be made next year to improve student performance in this area. Students continue to perform well on the Content Test, indicating that our coursework is well chosen to prepare students to succeed there, and the addition of a history course in the social science core has better equipped all students to pass the world history section, which used to be our weakest area. This year all students passed that section, with only one student under pass (235 when 240 is the pass rate) for the social studies foundation portion, and this seems statistically insignificant. Students are also growing in historical thinking, as measured for both objective 2 and objective 6. Finally, this year saw us able to access and use data from edTPA, the high-stakes portfolio-based assessment completed during student teaching. We work in SOS 3400 to lay foundations for student success in designing instruction and planning assessment that will be tested on edTPA, and both the Unit Plan data and edTPA data show that this is working. Each year the pass score for edTPA increases, and we continue our efforts to best equip our students for success on this test that is required for state licensure. Right now the pass score is at 41, and with twenty-four students taking the test since fall 2015, all but one would meet even today’s threshold passing score (and the outlier scored a 40, which was passing when that student took the test).

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

As indicated above, we have learned a number of things that we will use to improve our program next year and in the future, most notably information about the need to better our teaching of learning objectives and to continue what we are doing to prepare students with both necessary content knowledge and skills (historical thinking, instructional design, etc.) to move forward towards licensure. In 2018-2019 we will especially focus on improving the two-semester departmental methods sequence, SOS 2400 and SOS 3400. We will be proposing a revision to SOS 3400 when we return in August, one that creates a better internship experience embedded within to the course hours. We have consulted with Teaching, Learning, and Foundations chair Jeanne Okrasinski as well as with current students and History and SOS faculty in thinking through how the internship could be improved, and we will pilot and assess results of that in spring 2019. This first round of edTPA data will help improve these courses, too, though nothing statistically significant emerges from it – that is, in no one rubric or task did it show lower performance across multiple students.

There are a number of other changes on the horizon that will affect our plans for the future. Our accrediting organization, the National Council for the Social Studies, has just released new standards for teacher preparation programs, and we are making plans to conform to those when we submit a report for accreditation to them in 2021. Many of the new standards align well with old ones and with our current programmatic learning objectives (from content knowledge to historical thinking/literacy to designing instruction/assessment to engaging students in learning), but they have added a requirement that programs assess service learning (due to the increased focus in national and state social studies standards on civic engagement work with secondary students). We have already piloted service learning in the introductory methods course, with two versions attempted in spring 2017 and fall 2017. Much was learned from these efforts, and the social science teaching coordinator worked closely with the Office of Civic Engagement and Volunteerism to plan the service learning experiences. Next fall we will use a revised service learning assignment in SOS 2400 and will also assess it, piloting an approach for our upcoming accreditation. Additionally, state requirements for licensure have changed, particularly in the transition to new content tests in May 2018. This summer we are aligning curriculum to match the new test frameworks for all the social science concentrations (Geography, Political Science, Psychology, and Sociology-Anthropology) and will be bringing recommendation for curricular and programmatic changes to all the involved departments and the Social Science Teaching curriculum committees when we return in August.

Finally, we continue to think not only about accreditation and success in achieving licensure but about bettering the program for recruitment and retention of majors. We have created a handbook for all students, added some advising into the introductory methods class, and are marketing it as a course in which students can see (for low stakes, just one credit) if they \*might\* be interested in a career in teaching. We continue to look for ways to use our assessment as an opportunity to also engage in thinking about recruitment, and the addition this assessment cycle of the alumni focus group provided a lot of insight into how we might improve recruitment as well as curriculum practices. For the Social Science Teaching students this is especially crucial, as numbers in that program continue to remain low.

**Appendix A. Content Test Scores**

(240/300 = passing score overall and in each section; no GEO concentrators have taken the test since 2012)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PLS test 117 | Total | SOS foundations | History Core | PLS Thought/Comp Govt | US and IL Govt |
| 4/2/2017  | 272 | 258 | 276 | 288 | 286 |
|  |  |  |  |  |  |
| PSY Test 118 | Total | SOS foundations | History Core | Human Development and Behavior | Personalities, Theories, and Mental Health |
| 4/3/2016 | 257 | 258 | 261 | 256 | 254 |
| 3/4/2018 | 272 | 268 | 276 | 274 | 272 |
|  |  |  |  |  |  |
| SOC Test 121 |  | SOS foundations | History Core | Sociology | Anthropology |
| 5/15/2016 | 272 | 282 | 259 | 273 | 262 |

**Appendix B. Lesson Plan Evaluation** (SOS 2400, fall 2017)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Criteria** | **Frequency** |
| Collapse Row Essential Questions, Content Summary, and Objectives | Essential Questions, Content Summary, and Objectives |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Exceeds Standards | 0 %   0 assessments scored Exceeds Standards on Essential Questions, Content Summary, and ObjectivesF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
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| Collapse Row Content Knowledge: Declarative, Connections, & Analysis | Content Knowledge: Declarative, Connections, & Analysis |
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| Collapse Row Instructional Strategies and Resources | Instructional Strategies and Resources |
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| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Does Not Meet Standards | 0 %   0 assessments scored Does Not Meet Standards on Instructional Strategies and ResourcesF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| Collapse Row Assessment | Assessment |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Exceeds Standards | 28 %   5 assessments scored Exceeds Standards on AssessmentF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Occasionally Exceeds Standards | 56 %   10 assessments scored Occasionally Exceeds Standards on AssessmentF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Meets Standards | 11 %   2 assessments scored Meets Standards on AssessmentF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Occasionally Meets Standards | 6 %   1 assessments scored Occasionally Meets Standards on AssessmentF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Does Not Meet Standards | 0 %   0 assessments scored Does Not Meet Standards on AssessmentF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| Collapse Row Technology | Technology |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Exceeds Standards | 67 %   12 assessments scored Exceeds Standards on TechnologyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Occasionally Exceeds Standards | 22 %   4 assessments scored Occasionally Exceeds Standards on TechnologyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Meets Standards | 6 %   1 assessments scored Meets Standards on TechnologyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Occasionally Meets Standards | 6 %   1 assessments scored Occasionally Meets Standards on TechnologyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Does Not Meet Standards | 0 %   0 assessments scored Does Not Meet Standards on TechnologyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| Collapse Row Critical Thinking Skills & Social Studies Literacy | Critical Thinking Skills & Social Studies Literacy |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Exceeds Standards | 11 %   2 assessments scored Exceeds Standards on Critical Thinking Skills & Social Studies LiteracyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Occasionally Exceeds Standards | 67 %   12 assessments scored Occasionally Exceeds Standards on Critical Thinking Skills & Social Studies LiteracyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Meets Standards | 11 %   2 assessments scored Meets Standards on Critical Thinking Skills & Social Studies LiteracyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Occasionally Meets Standards | 11 %   2 assessments scored Occasionally Meets Standards on Critical Thinking Skills & Social Studies LiteracyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Does Not Meet Standards | 0 %   0 assessments scored Does Not Meet Standards on Critical Thinking Skills & Social Studies LiteracyF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| Collapse Row Effort & Intellectual Engagement | Effort & Intellectual Engagement |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Exceeds Standards | 28 %   5 assessments scored Exceeds Standards on Effort & Intellectual EngagementF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Occasionally Exceeds Standards | 50 %   9 assessments scored Occasionally Exceeds Standards on Effort & Intellectual EngagementF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Meets Standards | 22 %   4 assessments scored Meets Standards on Effort & Intellectual EngagementF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Occasionally Meets Standards | 0 %   0 assessments scored Occasionally Meets Standards on Effort & Intellectual EngagementF:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\Framework.GraphBar.background.gif |  |  |
| F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | F:\TEACHING_COORDINATOR WORK\Assessment\18_data\Rubric Statistics - Lesson Plan Rubric - SOS-2400-001 93915.201790 - Teaching Social Studies - Eastern Illinois University_files\pixel(1).gif | Does Not Meet Standards | 0 %   0 assessments scored Does Not Meet Standards on Effort & Intellectual Engagement |  |  |

**Appendix C. Unit Plan Data**

Spring 2017 (n=7)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Does Not Meet** | **Occasionally Meets** | **Meets Standards** | **Occasionally Exceeds Standards** | **Exceeds Standards** | ***Mean*** | ***Mode*** | ***Stdev*** |
| 1. Human Development and Learning DSTU, PTSL/SDE, DF:1b | 0 | 0 | 6 | 1 | 0 | 3.143 | 3.000 | 0.350 |
| 2. Development of Conceptual Understanding Knowledge DSTR, PTSL, DF: 1a,ae,1d,3b,3c | 0 | 0 | 2 | 5 | 0 | 3.714 | 4.000 | 0.452 |
| 3. Instructional Strategies DSTR, PTSL/SDE, DF: 1a,1b,1d,1e,2a, 2b,3a,3b,3c | 0 | 0 | 1 | 6 | 0 | 3.857 | 4.000 | 0.350 |
| 4. Monitoring Student Progress DSTR, PTSL, DF: 1b,1f,3d,4b | 0 | 0 | 6 | 1 | 0 | 3.143 | 3.000 | 0.350 |
| 5. Content Knowledge and Connections DSUB, PTSL , DF:1a,1b,1e | 0 | 0 | 3 | 3 | 1 | 3.714 | 3.000 | 0.700 |
| 6. Goals and Objectives DSTR, PTSL, DF:1a,1c,1e,1f | 0 | 0 | 3 | 4 | 0 | 3.571 | 4.000 | 0.495 |
| 7. Resources DTEC, DSTR, DSUB, PTSL,DF: 1a,1c,1d, 1e,3a | 0 | 0 | 0 | 5 | 2 | 4.286 | 4.000 | 0.452 |
| 8. Scaffolding Knowledge DSTU, DSTR, PTSL, SDE,DF:1a,1b,1c, 1d,1e,3a, | 0 | 0 | 4 | 3 | 0 | 3.429 | 3.000 | 0.495 |
| 9. Adaptations for Diverse Learners DSTU, DSOC, PTSL, SDE,DF:1b,1c,1d, 1e | 0 | 0 | 6 | 1 | 0 | 3.143 | 3.000 | 0.350 |
| 10. Personal and Professional Use of Technology DSTR, DTEC, PTSL, DSUB, DF: 1d, 1e | 0 | 0 | 3 | 4 | 0 | 3.571 | 4.000 | 0.495 |
| 11. Critical Thinking Skills DSUB, DSTU, DSTR, PTSL, 1a,1c,1e,1f | 0 | 0 | 2 | 3 | 2 | 4.000 | 4.000 | 0.756 |

Spring 2018 (n=20)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Does Not Meet** | **Occasionally Meets** | **Meets Standards** | **Occasionally Exceeds Standards** | **Exceeds Standards** | ***Mean*** | ***Mode*** | ***Stdev*** |
| Candidate demonstrates knowledge of Human Development and Learning InTASC 1b, 2a, IPTS 1.B, 1.C, 2.A, 2.E, 2.G, 3.A, 3.C DF: 1b | 0 | 3 | 9 | 8 | 0 | 3.250 | 3.000 | 0.698 |
| Candidate utilized student’s prior knowledge and experiences, and incorporated a variety of explanations or representations that resulted in learners’ Conceptual Understanding. InTASC 1a, 2a, 2c, 2d, 3e, 4a IPTS 1.B, 1.C, 2.G DF: 1a, 1e,1d, 3b, 3c | 0 | 3 | 8 | 8 | 1 | 3.350 | 3.000 | 0.792 |
| Candidate utilized Instructional Strategies which engaged, motivated, and reflected student experiences, stages of development and learning styles, and cultural experiences. InTASC 3b, 4b, 4d, 8g IPTS 1.C, 1.G, 3.B, 3.K, 4.D, 5.C, 5.F DF: 1a,1b, 1d, 1e, 2a, 2b 3a, 3b, 3c | 0 | 3 | 6 | 9 | 2 | 3.500 | 4.000 | 0.866 |
| Candidate developed evaluation and assessment instruments for Monitoring Student Progress. InTASC 1a, 6a, 6b, 6e IPTS 7.B, 7.E, 7.F DF: 1b, 1f, 3d, 4b | 2 | 2 | 11 | 3 | 2 | 3.050 | 3.000 | 1.023 |
| Candidate demonstrated Content Knowledge and ability to Connect Content to other areas and life experiences. InTASC 2b, 4a, 4b, 4d, 5b IPTS 2.B, 2.D, 3.L DF: 1a, 1b, 1e | 0 | 0 | 5 | 11 | 4 | 3.950 | 4.000 | 0.669 |
| Candidate developed short and long term Goals and Objectives for the unit plan. InTASC 1a, 7a, 7b, 7c IPTS 3.B, 3.I DF: 1a, 1c, 1e, 1f | 1 | 1 | 13 | 4 | 1 | 3.150 | 3.000 | 0.792 |
| The candidate utilized Multiple Resources which were relevant to the curriculum goal(s) of the unit plan and demonstrated discipline specific content. InTASC 4g, 4i, 5c IPTS 2.B, 2.F, 3.E, 3.G, 3.Q 5.C, 6.G DF: 1a, 1c, 1d, 1e, 3c | 0 | 1 | 7 | 9 | 3 | 3.700 | 4.000 | 0.781 |
| Candidate Scaffold Knowledge by introducing concepts and principles based on students’ prior knowledge and experiences. InTASC 1a, 2a, 2b, 2c, 3d, 3e, 4b, 7c IPTS 2.A, 2.C, 2.E, 2.G, 3.A, 3.B, 3.C, 3.K 3.Q, 5.A, 5.C, 5.E, 5.H, 6.A, 6.F, 6.G, 6.I DF: 1a, 1b, 1c, 1d, 1e, 3a | 0 | 3 | 11 | 5 | 1 | 3.200 | 3.000 | 0.748 |
| Candidate demonstrated understanding of the needs of learners who demonstrated diverse learning characteristics by providing provisions (Adaptations) for Learners with Diverse Learning Characteristics in language, communication, or physical needs. InTASC 1a, 1b, 2a, 2e, 2f, 6g, 6h, 7e IPTS 1.A, 1.B, 1.C, 1.G, 2.A, 2.E, 3.A, 3.C, 3.E, 3.Q DF: 1b, 1c, 1d, 1e | 0 | 0 | 16 | 1 | 0 | 3.059 | 3.000 | 0.235 |
| Candidate used Learning Technologies including Smartboard or computer technologies to develop the unit plan. InTASC 3g, 3h, 8g, 9f, 10g IPTS 2.F, 3.E, 3.Q, 5.C, 9.A DF: 1d, 1e | 0 | 0 | 13 | 7 | 0 | 3.350 | 3.000 | 0.477 |
| Candidate designed learning tasks, assignments and assessments which reflected Critical Thinking Skills. InTASC 4b, 4c, 5a, 5d, 5f, 5g IPTS 2.A, 2.B, 2.C, 2.E, 5.A, 5.E DF: 1a, 1c, 1e, 1f | 0 | 4 | 4 | 6 | 6 | 3.700 | 4.000 | 1.100 |

**Appendix D. edTPA Data**